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AUTHOR Foldesy, Eunice; Carpenter, John
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ABSTRACT

A survey of secondary school administrators and teachers was conducted in Nevada to determine compliance with Senate Concurrent Resolution 48, which encourages school districts to include a course in family life skills as part of the basic curriculum for high schools. The resolution identifies six skill areas that are to be taught in the course: nutrition; consumer economics; home management; child development; family relationships; and decision making. Surveys were sent to 54 secondary schools, with responses received from 42 schools. The study found that the majority of administrators and teachers felt that family life skills were important for the students' future success and satisfaction. However, only 60 percent of the schools offered a specific family life course that covered most of the skills. In addition, most of the skill areas were taught in elective courses. Most administrators and teachers thought that home economics teachers were most qualified to teach the course in family life skills. Recommendations were made that a specific family life skills course be offered and required in each school, with curriculum including all skill areas, and economics teachers teaching the course. Follow-up surveys of students who have taken family life skills courses were also recommended. (KC)

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# NEVADA FAMILY LIFE SKILLS STUDY

by

Eunice Foldesy, Project Director
John Carpenter, Ph.D.
Senior Project Director

CG023969

EUGENE T. PASLOV
*Superintendent of Public Instruction*

RICHARD H. WHITE
*Deputy Superintendent*

MARCIA R. REARDON
*Deputy Superintendent*

**Planning, Research and Evaluation Branch**
KEVIN CROWE, *Director*

Capitol Complex, Carson City, Nevada 89710



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the Nevada Department of Education

by

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College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082

Dr. Deborah Loesch-Griffin, Director

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# BACKGROUND AND DESIGN OF THE NEVADA FAMILY LIFE SKILLS STUDY

In January of 1988, the Occupational Research Unit (ORU) of the State Department of Education contacted the Research and Educational Planning Center (REPC) of the College of Education, University of Nevada-Reno (UNR), regarding a study to determine compliance with SCR 48 in the Nevada Secondary Schools. SCR 48 (Senate Concurrent Resolution) encourages school districts and the State Board of Education to include a course in family life skills as part of the basic curriculum for high schools. The resolution identifies six skill areas that were to be taught in this course. Those areas were: 1) nutrition; 2) intelligent selection of products for personal use or use in a household; 3) organization and maintenance of a household; 4) training and development of children; 5) maintenance of a harmonious relationship between members of a family; and 6) decision-making and goal setting. For survey purposes the second skill area was separated into personal consumerism and household consumerism increasing the number of skill areas to seven (see Appendix A for SCR 48 explanation).

The specific objectives of the Nevada Family Life Skills study were to:

1) identify the secondary schools presently teaching family life skills courses covering the content areas recommended in SCR 48;
2) determine the format in which each of these family life skills classes are being taught or the conditions under which compliance is being met; More specifically, this study would address the following questions:
    a. Is proposed SCR 48 content being taught in a single course or infused into other courses or curricula?
    b. Is the course mandatory or elective?
    c. Is the course semester or a year long?
    d. Is the course part of the Home Economics curriculum?
    e. What is the educational preparation of the individuals teaching the proposed SCR 48 content?
3) determine the districts future plans to satisfy the recommendations of SCR 48, if family life skills are not being taught.

PROCEDURES FOR STUDY

To carry out these objectives, the following activities were conducted:

1) Two different survey instruments for school building principals and teachers were designed (see Appendix B for survey samples).
2) Central office school administrators from the urban areas were notified by letter on March 8, 1988 concerning the survey activity (see Appendix C for letter).
3) A presentation to the Nevada Rural Alliance administrators was made on March 24, 1988 to explain the purpose of the surveys.
4) Surveys and letters explaining the study were mailed to administrators and staff teaching family life skills courses on March 31, 1988 (see Appendix D for letter of survey explanation).
5) Each principal distributed teacher surveys to all staff with teaching assignments that included instruction of family life skills content. Return date was April 22, 1988. Those schools not responding by the target date were contacted by phone and encouraged to complete the instrument.

TOTAL NUMBER OF RESPONDENTS

Surveys were sent to a total of 54 secondary schools--30 (56% sample) rural schools, 8 (15% sample) Washoe County schools, and 16 (30% sample) Clark County schools. Personnel from 42 schools completed and returned the instruments with two schools being represented exclusively by teacher responses. A total of 40 administrators responded with the following representation: Seven (17.5% of respondents) administrators from Washoe County; 11 (27.5% of respondents) from Clark County; and 21 (55% of respondents) from rural schools. Approximate equal representation from rural administrators (55%) and urban administrators (45%) will be reflected in the survey results. The number of teacher and administrator surveys returned by each school is recorded in Appendix E. The summary of the results is organized by questionnaire items for the purpose of addressing each objective of the study.

A total of 102 teachers returned surveys. Administrators had designated the teachers responsible for teaching family life skills content. The number of teacher respondents from each school varied from one to eleven. Teachers' responses were separated into three regions. Reno returned 24 (23.8%) surveys;

Las Vegas returned 42 (41.6%) surveys; and rural schools returned 35 (34.7%). Schools represented by teacher responses were 20 (54%) rural schools, 11 (30%) Clark County, and 6 (17%) Washoe County schools. See Appendix E for the number of responses from each school.

## RESULTS OF THE ADMINISTRATOR SURVEY

### NUMBER OF SCHOOLS THAT MET SCR 48 RECOMMENDATIONS

The first question asked administrators whether the current school curriculum offered instruction in family life skills. Of the 39 responses, approximately 97.4% of the administrators were of the opinion that the school curriculum included courses with family life skills content. All of the administrators from Washoe County and the rural schools indicated that family life skills were being taught. One administrator from Clark County indicated that the curriculum did not contain instruction in family life skills.

In those schools where family life skills were taught, 59.5% (22) administrators indicated that it was offered as a specific family life course, whereas 40.5% (15) administrators stated that these skills were taught in several different courses with each having a segment of the skill areas recommended in SCR 48. Regionally, 71.4% of Washoe County administrators, 80% of Clark County administrators, and 45% of the rural administrators stated that family life skills were taught in a single course.

### DEPARTMENTS OFFERING REQUIRED/ELECTIVE COURSES WITH INSTRUCTION IN INDIVIDUAL SKILL AREAS

Administrators were queried as to whether individual family life skill areas were taught in courses that were required or elective. The majority of the time, administrators' indicated that the recommended SCR 48 family life skills were taught in elective courses. A summary of the responses regarding skill area offerings may be seen in Tables I and II on the following page.

Administrators' stated that 86.5% of the time nutrition was being taught in elective classes and 80.5% in Home Economics departments. The only required courses with nutrition content are Health courses, all other classes are elective. Nutrition information is currently taught in Science, Health, Physical Education, and Humanities departments and in Vocational Health Occupations

TABLE 1

REQUIRED/ELECTIVE COURSE OFFERINGS

| Skill Area | Required | Elective |
|---|---|---|
| NUTRITION | 13.5% | 86.5% |
| CONSUMERISM | 14.5% | 85.7% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 6.5% | 93.5% |
| CHILD DEVELOPMENT AND TRAINING | 3.1% | 96.9% |
| HUMAN RELATIONSHIPS | 10.3% | 89.7% |
| DECISION-MAKING AND GOAL SETTING | 10.3% | 89.7% |

TABLE 2

DEPARTMENTS OFFERING INSTRUCTION IN SKILL AREAS

| | SKILL AREAS PERCENTAGES | | | | | |
|---|---|---|---|---|---|---|
| DEPARTMENT | NUT. | CONSUM. | H O & M | C D & T | H R | D M/GS |
| Home Ec. | 80.5% | 63.9% | 90.6% | 87.8% | 62.0% | 62.0% |
| Science | 2.8 | — | — | — | — | — |
| Social Studies | — | 13.9 | — | 6.1 | — | 20.7 |
| Health | 2.8 | — | — | — | 20.7 | — |
| P.E. | 5.6 | — | — | — | 3.4 | — |
| Math | — | 2.8 | — | — | — | — |
| Business | — | 13.9 | 3.1 | — | — | 6.9 |
| Vocational | 2.8 | — | 3.1 | — | 3.4 | — |
| Young Adult Ctr. | 2.8 | — | — | 3.0 | — | — |
| Occ. Educ. | — | 2.8 | — | — | 3.4 | 3.4 |
| Humanities | 2.8 | 2.8 | 3.1 | 3.0 | 3.4 | 3.4 |
| Other | — | — | — | — | 3.4 | — |
| | N=36 | N=36 | N=32 | N=32 | N=29 | N=29 |

courses. One school indicated that nutrition was being taught in an Independent Living course at a Young Adult Center. The Humanities department course, taught by a Home Economics teacher, was not recorded as a Home Economics course offering.

Consumerism is taught 85.7% of the time in elective classes. Required courses with consumerism content include one Family Living Course (offered in the Home Economics department), three Consumer Education courses, and one Economics Course. Consumerism skills are being taught in Home Economics courses 63.9% of the time. Other departments responsible for teaching consumerism are Social Science, Mathematics, Business, Humanities, and Occupational Education (Career & Life skills course). As explained previously, the Humanities department course offering, "Family Life," is taught by a Home Economics teacher.

Household maintenance and organization content is taught in elective courses 93.5% of the time with 90.6% of these courses offered in the Home Economics department. The departments with courses including household maintenance and organization content are Business, Vocational (Carpentry class), and Humanities. The required courses that include household maintenance and organization content are one Family Life and Consumer Mathematics courses.

Child development and training skills are taught in elective courses 96.9% of the time. Only one class with child development, a Family Life class, was reported as being required. A majority of the classes (87.9%) with instruction in this skill area are Home Economics classes. Other departments teaching child development and training are Social Science and Humanities. The Humanities department course offerings are Family life and Child Development. One school reported teaching a course--Young Adult--in the Young Adult Center.

Twenty-nine respondents indicated that in 89.7% of courses in which human relationship skills are taught the course is an elective. Three administrators indicated that this content is taught in the following required courses--one Family Life and two Health courses. Human relationship skills are taught in Home Economics courses 62.1% of the time. Other departments offering instruction in this skill area are Vocational (no specified area), Social Science, Health, Occupational Education (Career and Lifestyles course), and Humanities (Family Life course). One school reported that instruction in human relationships was the responsibility of the Counseling Department.

Decision-making skills are taught in elective courses 89.7% of the time, with 62.1% of the instruction taking place in Home Economics courses. Approximately twenty-one (20.7) percent of the courses are offered through the Social Science department. Other departments with instruction in decision-making are Business, Occupational Education, (Career and Lifestyles class), Humanities (Family Life and Child Development classes), and Counseling.

DEPARTMENTAL STAFF QUALIFIED TO TEACH FAMILY LIFE SKILLS CONTENT

When asked to consider the skills and qualifications of the school staff, 24 (61.5%) administrators responded that the Home Economics department should be responsible for the instruction of family life skills courses or content. Seven administrators (17.9%) indicated multiple departments (all including Home Economics) should provide instruction in family life skills. The remaining administrators suggested the following departments: five (12.8%) respondents indicated the Social Science department should teach these skills and one administrator each indicated Humanities and Business departments. A majority of the administrators (87.5%) indicated that one or more teachers on the staff were qualified to teach all of the skill areas recommended in SCR 48.

TRAINING THAT WOULD BE BENEFICIAL TO FAMILY LIFE SKILLS TEACHERS

Administrators were asked to identify specific training that would be beneficial to those teaching family life skill courses. Thirty of the 40 administrators queried responded to this question. Comments from the administrators are categorized below:

| COMMENTS | NUMBER OF REQUESTS |
|---|---|
| University or inservice credit for workshops or classes dealing with general subject matter | 13 |
| University or inservice credit for workshops or classes on: | |
| birth control and abortions | 1 |
| Aids | 1 |
| Human Sexuality | 1 |
| Children's Protective Services | 1 |
| Current methods to meet social needs and problems of school age children | 1 |
| Communication skills | 1 |
| Decision-making skills | 1 |
| Counseling and Psychology related content | 1 |

Comments Continued:

| | |
|---|---|
| University or inservice credit for workshops or classes addressing the needs of students with moderate to severe learning problems who are participating in such classes | 1 |
| Yearly inservice or conference for teachers to share successful practices and to interact or be given new teaching ideas and strategies | 5 |
| Home Economics major preparation | 4 |
| Clearinghouse for material review | 1 |
| Curriculum Guides for teachers | 2 |

IMPORTANCE OF FAMILY LIFE SKILLS TO STUDENTS' SUCCESS AND SATISFACTION

Administrators rated the importance of each of the family life skill areas using the following scale:

1 = not important 2 = somewhat important 3 = very important

The ratings were averaged for each of the skill areas. Table 3 summarizes the ratings and response rate for each of the recommended family life skill areas.

Mean scores for rural administrators were slightly higher in four skill areas: nutrition, consumerism-personal, consumerism-household, and child development and training. Washoe County had higher ratings for household organization and management, human relations, and decision-making.

With the exception of household consumerism and household organization and maintenance, fifty percent of the administrators rated these skills as being very important. The two skill areas most frequently considered as very important were human relations and decision making/goal setting. Table 4 summarizes the percentage rankings of the administrators.

SCHOOLS' RESPONSIBILITY TO TEACH EACH OF THE SKILL AREAS

Administrators were asked whether or not they perceived the instruction of each of the skill areas to be the schools' responsibility. Thirty two administrators completed this survey item. One administrator indicated that the school was not obligated to teach the skill areas of consumerism, household organization and maintenance, or child development, but felt this could be optional content for the curriculum. Some administrators stated that teaching these skill areas should be a shared responsibility with the home. Table 5 summarizes the administrators' responses.

TABLE 3

IMPORTANCE OF FAMILY LIFE SKILLS

| SKILL AREA | MEAN SCORE | RESPONSE RATE (N=40) |
|---|---|---|
| NUTRITION | 2.50 | 90.0% |
| CONSUMERISM - PERSONAL | 2.51 | 92.5% |
| CONSUMERISM - HOUSEHOLD | 2.40 | 92.5% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 2.25 | 90.5% |
| CHILD DEVELOPMENT AND TRAINING | 2.41 | 92.5% |
| HUMAN RELATIONSHIPS | 2.59 | 92.5% |
| DECISION-MAKING AND GOAL SETTING | 2.54 | 92.5% |

TABLE 4

TEACHING IMPORTANCE

| SKILL AREA | NOT IMPORTANT | SOMEWHAT IMPORTANT | VERY IMPORTANT |
|---|---|---|---|
| NUTRITION | 8.3% | 33.3% | 58.3% |
| CONSUMERISM - PERSONAL | 8.1% | 32.4% | 59.5% |
| CONSUMERISM - HOUSEHOLD | 8.1% | 43.2% | 48.6% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 13.9% | 47.2% | 38.9% |
| CHILD DEVELOPMENT AND TRAINING | 13.5% | 32.4% | 54.1% |
| HUMAN RELATIONSHIPS | 13.5% | 13.5% | 73.0% |
| DECISION-MAKING AND GOAL SETTING | 16.2% | 13.5% | 70.3% |

TABLE 5

SCHOOLS' RESPONSIBILITY

| SKILL AREA | PERCENT IN FAVOR | RESPONSE RATE (N=40) |
|---|---|---|
| NUTRITION | 96.9% | 80.0% |
| CONSUMERISM - PERSONAL | 90.9% | 82.5% |
| CONSUMERISM - HOUSEHOLD | 93.9% | 82.5% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 77.4% | 77.5% |
| CHILD DEVELOPMENT AND TRAINING | 90.9% | 82.5% |
| HUMAN RELATIONSHIPS | 97.0% | 82.5% |
| DECISION-MAKING AND GOAL SETTING | 100.0% | 82.5% |

INTENTIONS FOR MEETING THE RECOMMENDATIONS OF SCR 48 FOR SCHOOLS THAT ARE NOT CURRENTLY TEACHING FAMILY LIFE SKILL COURSES

The final question on the Administrators' survey was "If your school district is currently not teaching a family life skills course, what are your plans next year regarding SCR 48?" Responses were limited to the following six choices: (1) ignore the resolution; (2) develop a new course; (3) require students to take the current family life course(s); (4) seek training for teachers who will be responsible for conducting a family life skills course; (5) reorganize the content to be covered in one course; or, (6) offer several classes which include family life skills content. Seventeen administrators responded to the question. Each of the following--develop a new course, seek training for teachers, and reorganize the content to be covered in one class--received equal numbers of responses from the administrators. Each item was selected by two administrators. Three of the administrators indicated requiring a family life skills class. The remaining eight administrators indicated that the school would offer several classes which included family life skills content.

## RESULTS OF THE TEACHER SURVEY

EDUCATIONAL PREPARATION OF TEACHERS RESPONSIBLE FOR FAMILY LIFE SKILLS INSTRUCTION

In this study teachers responsible for instructing family life skills designated their major and minor area of educational preparation. One hundred teachers responded to this question. Table 6 summarizes the educational preparation of the teachers and area representation of majors.

The majority of time (93.2%), the specified family life skills content is being taught by teachers who have major or minor educational preparation related to a specific skill area that was taught. Not all of the respondents reported having the responsibility for instruction in all of the skill areas. An exception to this occurs when the nature of the family life skills course may require teachers with a general background in several areas such as freshman orientation and alternative education classes.

Courses with specific titles of Family Life Human Relations are taught by teachers with the following education majors: 1 physical education (home economics minor), 3 psychology/sociology/counseling, 11 home economics, 2 history

TABLE 6

EDUCATIONAL PREPARATION OF TEACHERS
BY REPRESENTATION AREA

| MAJOR | NUMBER OF RESPONDENTS WASHOE | CLARK | RURAL | TOTAL |
|---|---|---|---|---|
| Home Economics | 10 | 17 | 18 | 45 |
| Psy/Soc/Counseling | 3 | 6 | 4 | 13 |
| Physical Education | 3 | 4 | 6 | 12 |
| Business | 3 | 4 | 1 | 8 |
| History | 1 | 4 | 2 | 7 |
| Mathematics | 0 | 2 | 1 | 3 |
| Special Education | 0 | 2 | 0 | 2 |
| Science | 3 | 0 | 0 | 3 |
| Others* | 0 | 3 | 3 | 6 |

* Other - category includes majors in Art (2), Communications (1), Health Education (1), Music (1), and Elementary education (1).

(mathematics minor), 1 science (mathematics minor), and 1 art (home economics minor). Independent Living/Self-Discovery courses are being taught by home economics majors exclusively.

COURSES WITH INSTRUCTION IN FAMILY LIFE SKILLS CONTENT

A large variety of courses that include instruction in some or all of the family life skills were reported. The courses are listed in order of frequency in Table 7.

DEPARTMENTS OFFERING FAMILY LIFE SKILLS COURSES

Teachers were asked to identify the department offering the family life skills courses. These departments are represented in Table 8. The departments represented in the "other" category included three alternative education programs, one ROTC, one multiple department offering (freshman orientation), and one unspecified department.

Fifteen of the Family Life/Human Relations courses were offered in the Home Economics department and four were offered in Social Science departments. All Independent Living/Self-Discovery courses were taught in the Home Economics department.

In each of the three regions, the highest number of respondents represented the Home Economics department with 50% representation from Washoe, 47.6% from Clark, and 60% from rural areas. Table 9 includes a summary of respondents representing each department from the three regions.

INCLUSION OF SKILL AREAS IN COURSE OFFERINGS

Teachers were asked to indicate the amount of time spent teaching each of the skill areas. The number of skill areas included in each course was computed from these responses. Sixty teachers indicated that the courses they taught included instruction in 5, 6, or 7 skill areas. Skill areas listed were Nutrition, Consumerism-Personal, Consumerism-Household, Household Organization and Maintenance, Child Development and Training, Human Relationships, and Decision-Making and Goal Setting. Table 10 indicates the course titles with the 5, 6, or 7 skill areas covered.

TABLE 7

FAMILY LIFE SKILLS COURSES BY AREA REPRESENTATION

| COURSE TITLE | NUMBER OF RESPONDENTS WASHOE | CLARK | RURAL | TOTAL |
|---|---|---|---|---|
| Family Life | 2 | 12 | 5 | 19 |
| Home Economics-general | 0 | 1 | 11 | 12 |
| Child Development | 4 | 5 | 3 | 12 |
| Psy/Soc/Counseling | 2 | 6 | 1 | 9 |
| Health | 3 | 3 | 3 | 9 |
| Consumer Math/Consumer Ed/Applied Economics | 3 | 3 | 2 | 8 |
| Independent Living/Self-Discovery | 2 | 3 | 2 | 7 |
| Careers/ROTC/C & L | 0 | 2 | 4 | 6 |
| Foods and Nutrition | 2 | 3 | 0 | 5 |
| General Business/Business Law | 1 | 2 | 1 | 4 |
| Alternative Education | 3 | 0 | 1 | 4 |
| Social Living | 0 | 2 | 0 | 2 |
| Interchange | 1 | 0 | 0 | 1 |
| Health Occupations (unspecified school) | | | | 1 |
| Special Education/Foods | 1 | 0 | 0 | 1 |
| Others | 0 | 0 | 2 | 2 |

TABLE 8

DEPARTMENTS OFFERING FAMILY LIFE SKILLS COURSES

| DEPARTMENTS | PERCENT FREQUENCY | # FREQUENCY (N=102) |
|---|---|---|
| Home Economics | 52.0% | 53 |
| Social Science | 13.7% | 14 |
| Health/P.E. | 8.8% | 9 |
| Business | 7.8% | 8 |
| Other | 5.9% | 6 |
| Sciences | 3.9% | 4 |
| Counseling | 2.9% | 3 |
| Math/English | 2.9% | 3 |
| Special Education | 2.0% | 2 |

TABLE 9

DEPARTMENT COURSES

| DEPARTMENT | WASHOE | CLARK | RURAL |
|---|---|---|---|
| Home Economics | 12 | 20 | 21 |
| Science | 1 | 2 | 1 |
| Counseling | 1 | 0 | 2 |
| Social Science | 3 | 10 | 1 |
| Health/P.E. | 2 | 4 | 3 |
| Math/English | 1 | 0 | 2 |
| Business | 2 | 3 | 2 |
| Special Education | 0 | 2 | 0 |
| Other | 2 | 1 | 3 |

TABLE 10

COURSES WITH INSTRUCTION IN 5-7 SKILL AREAS

| 5 Skills Areas | 6 Skills Areas | 7 Skills Areas |
|---|---|---|
| 2 Career/ROTC | 3 Home Ec I & II | 3 Health I |
| 1 Health Oc. | 3 Con Ed/Math | 10 Family Life |
| 1 Home Ec I | 3 Ind. Living | 3 Ind. Living |
| 2 Self-Discovery/Devel. | 3 Family Living | 1 Social Living |
| 4 Child Dev. | 1 Alternative Ed | 4 Child Dev/Parent |
| 2 Sociology | 1 Psychology | 1 Alternative Ed |
| 1 Family Life | 1 Special Ed Foods | 1 Sociology |
| 1 Social Living | | 2 Foods |
| | | 6 Home Ec I & II |

It should be noted that 23 of the 31 (74%) courses with instruction in 7 skill areas are home economics courses. Eleven of 15 (73%) courses with 6 skill areas are home economics department courses. Categorically, it can be concluded from the survey results that home economics courses were more inclusive of individual skill areas being taught. Table 11 summarizes departmental offerings of courses including 5, 6, or 7 skill areas.

STUDENT ACCESS TO FAMILY LIFE SKILLS COURSES

Teachers reported that juniors and seniors had greater access to family life skills courses than 9th and 10th grade students. Listed below are the percentages of courses offered to students at each grade level.

| Ninth grade | 10th grade | 11th grade | 12th grade |
|---|---|---|---|
| 46.5% | 64.4% | 82.2% | 80.2% |

Seventy percent of the teachers provided information on course offerings by grade level. A total of 15 different course titles are listed. Table 12 lists the breakdown of course offerings accessible to each grade level. Juniors and seniors not only had access to a greater number of classes, but also had greater access to courses which included instruction in all skill areas.

MALE/FEMALE PARTICIPATION IN FAMILY LIFE SKILLS COURSES

Ninety eight teachers indicated that 2,603 males and 3,954 females enrolled in family life skills classes during the 1987-88 school year. All three state areas—Washoe, Clark, and rural—consistently report higher female participation. Table 13 lists mean enrollments for each area.

With the exception of four home economics teachers and one business teacher, all respondents indicated that both males and females had enrolled in each of the family life skills courses. Table 14 lists the total number of students who took classes in each department.

Classes specifically called "Family Life" classes had 322 males and 646 females enrolled. Approximately one-third of the total number of students were male. In departments with courses covering 5, 6, or 7 skill areas, the ratio of female to male students was approximately 3:1.

TABLE 11

DEPARIMENTAL OFFERING OF COURSES
WITH 5, 6, or 7 SKILL AREAS

| DEPARIMENT | 5 SKILL AREAS | 6 SKILL AREAS | 7 SKILL AREAS |
|---|---|---|---|
| Home Economics | 42.9% | 73.3% | 74.2% |
| Science | 7.1% | — | — |
| Social Science | 21.4% | 13.3% | 6.5% |
| Health/P.E. | 7.4% | — | 6.5% |
| Math/English | — | — | 3.2% |
| Business | 7.1% | 6.7% | — |
| Special Education | 7.1% | — | 3.2% |
| Others | 7.1% | 6.7% | 6.5% |
| TOTAL COURSES | 14 | 15 | 31 |

TABLE 12

COURSE OFFERINGS BY GRADE LEVEL

| FRESHMEN | SOPHOMORE | JUNIOR | SENIOR |
|---|---|---|---|
| Home Ec I | Careers/ROTC | Careers/ROTC | Careers/ROTC |
| Foods/Nutrition | Home Economics | Home Economics | Home Economics |
| Interchange | Consumer/Business Math | Cons./Bus. Math | Cons./Bus.Math |
| Spec. Ed. Foods | Child Develop. | Child Develop. | Child Develop. |
| Alternative Ed | Food/Nutrition | Food/Nutrition | Food/Nutrition |
| Health | Ind. Living | Ind. Living | Ind. Living |
| | Soc. Living | Soc. Living | Soc. Living |
| | Interchange | Interchange | Interchange |
| | Health | Family Life | Family Life |
| | Alternative Ed | Alternative Ed | Alternative Ed |
| | | Health Oc. | Health Oc. |
| | Business Math/Ed | Business Math/Ed | Bus. Math/Ed |
| | | Psy/Sociology | Psy/Sociology |

TABLE 13

MALE/FEMALE ENROLLMENTS BY AREA REPRESENTATION

| | MEAN ENROLLMENTS | | |
|---|---|---|---|
| | WASHOE | CLARK | RURAL |
| Males | 18.87 | 40.15 | 16.80 |
| Females | 34.22 | 60.51 | 21.77 |

TABLE 14

MALE/FEMALE PARTICIPATION IN DEPARTMENT COURSES

| DEPARTMENT | # MALE STUDENTS | # FEMALE STUDENTS | TOTAL |
|---|---|---|---|
| Home Economics | 723 | 1,996 | 2,719 |
| Social Sciences | 457 | 725 | 1,182 |
| Health/P.E. | 437 | 385 | 822 |
| Business | 192 | 242 | 434 |
| Sciences | 203 | 175 | 378 |
| Math/English | 60 | 81 | 141 |
| Counseling | 46 | 37 | 83 |
| Special Ed. | 43 | 22 | 65 |
| Other | 442 | 291 | 733 |

LENGTH OF COURSE OFFERINGS

Family life skills courses were most frequently taught as a full year course. Seventy-one teachers reported that family life skills courses were taught for the entire year. Only five teachers specified teaching nine-week classes and 26 teachers offered classes for one semester. It was not clear, however, from the responses whether teachers interpreted the item correctly. The response may indicate that a semester course was taught both semesters, rather than as a full year course. The assumption was made that the latter was correct.

Family Life/Human Relations courses were reported by six teachers as being taught for one semester and by 13 teachers as being taught for the entire year.

The mean time (recorded in days) that each of the skill areas are taught is summarized in Table 15. Thirteen respondents indicated that human relations and decision making/goal setting skills were taught throughout the entire year which accounts for the higher mean scores for these two skills. It is not clear whether the teachers implied direct or indirect instruction in these skill areas.

REQUIRED/ELECTIVE FAMILY LIFE SKILLS CLASS

One hundred and two teachers responded to the question, "Is the family life skills course required or elective?" Eighty five teachers (83.3%) indicated that the designated classes were elective. Seventeen (16.7%) teachers reported the following classes to be required:

10 Health class
1 Foods & Nutrition Course (offered at Young Adult Center)
2 Consumer Math
2 Alternative Education
1 Freshman Orientation
1 Home Ec I

It should be noted that the required Home Ec I was the single required course that offered instruction in all of the recommended skill areas. One alternative education course offered instruction in six of the seven recommended areas (excluding child development and training).

From a regional perspective, teachers from Washoe County and rural schools indicated family life skills courses were required 21% and 20% of the time,

TABLE 15

: INSTRUCTION TIME FOR EACH SKILL AREA

| SKILL AREA | MEAN TIME |
|---|---|
| NUTRITION | 29.04 |
| CONSUMERISM - PERSONAL | 23.23 |
| CONSUMERISM - HOUSEHOLD | 17.21 |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 15.49 |
| CHILD DEVELOPMENT AND TRAINING | 24.05 |
| HUMAN RELATIONSHIPS | 54.01 |
| DECISION-MAKING AND GOAL SETTING | 47.77 |

respectively. CIark County teachers indicated they were required 11.9% of the time.

IMPORTANCE OF FAMILY LIFE SKILLS TO STUDENTS' SUCCESS AND SATISFACTION

Teachers, like the administrators, rated the importance of each of the family life skill areas using the following scale:

1 = not important 2 = somewhat important 3 = very important

The average ratings for each of the skill areas are summarized in Table 16.

Categorically, the rural teachers had a higher mean rating for the following skill areas—nutrition, consumerism (personal & household), and household organization and management. Clark County teachers rated child development and human relations skills slightly higher.

A minimum of sixty percent of the teachers who responded to this survey item ranked six skill areas (excluding household organization & management) as being very important. A larger percent of the teachers rated human relations (88%) and decision-making/goal setting (90%) to be very important more often than the other skill areas. Their responses were similar to the administrators. Table 17 indicates the percentage rankings of the teachers.

SCHOOLS' RESPONSIBILITY TO TEACH EACH OF THE SKILL AREAS

Teachers were asked to indicate which skill areas should be taught by the schools. The majority of teachers indicated that the skills should be the schools' responsibility. In Table 18 the percentages of teachers in favor of the schools providing instruction in each individual skill are reported. By region, the percentages of teachers favoring school responsibility for instruction of the family life skills are listed in Table 19.

TRAINING THAT WOULD BE BENEFICIAL TO FAMILY LIFE SKILLS TEACHERS

When asked what training would be beneficial to those teaching family life skills courses, sixteen teachers felt they were qualified because of their home economics major and/or felt that continual home economics inservice had been provided to prepare them for instruction in family life skills. Other responses are summarized in the Table 20.

TABLE 16

IMPORTANCE OF FAMILY LIFE SKILLS

| SKILL AREA | MEAN SCORE | RESPONSE PERCENT |
|---|---|---|
| NUTRITION | 2.59 | 88.2% |
| CONSUMERISM - PERSONAL | 2.57 | 87.3% |
| CONSUMERISM - HOUSEHOLD | 2.56 | 84.3% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 2.31 | 79.4% |
| CHILD DEVELOPMENT AND TRAINING | 2.56 | 83.3% |
| HUMAN RELATIONSHIPS | 2.84 | 93.1% |
| DECISION-MAKING AND GOAL SETTING | 2.86 | 92.2% |

TABLE 17

TEACHING IMPORTANCE

| SKILL AREA | NOT IMPORTANT | SOMEWHAT IMPORTANT | VERY IMPORTANT (N=102) |
|---|---|---|---|
| NUTRITION | 7.8% | 25.6% | 66.7% |
| CONSUMERISM - PERSONAL | 3.4% | 36.0% | 60.7% |
| CONSUMERISM - HOUSEHOLD | 2.3% | 36.0% | 60.5% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 9.9% | 45.7% | 43.7% |
| CHILD DEVELOPMENT AND TRAINING | 8.3% | 27.1% | 64.7% |
| HUMAN RELATIONSHIPS | 4.2% | 7.4% | 88.4% |
| DECISION-MAKING AND GOAL SETTING | 4.3% | 5.3% | 90.4% |

TABLE 18

SCHOOLS' RESPONSIBILITY

| SKILL AREA | PERCENTAGE IN FAVOR | RESPONSE PERCENTAGE |
|---|---|---|
| NUTRITION | 93.1% | 85.3% |
| CONSUMERISM - PERSONAL | 93.2% | 86.3% |
| CONSUMERISM - HOUSEHOLD | 91.9% | 84.3% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 79.0% | 79.4% |
| CHILD DEVELOPMENT AND TRAINING | 91.8% | 83.3% |
| HUMAN RELATIONSHIPS | 94.4% | 87.3% |
| DECISION-MAKING AND GOAL SETTING | 97.8% | 88.2% |

TABLE 19

SCHOOL RESPONSIBILITY
BY AREA REPRESENTATION

| SKILL AREA | WASHOE | CLARK | RURAL |
|---|---|---|---|
| NUTRITION | 95.2% | 89.2% | 96.6% |
| CONSUMERISM - PERSONAL | 85.7% | 97.4% | 93.1% |
| CONSUMERISM - HOUSEHOLD | 90.0% | 89.2% | 96.6% |
| HOUSEHOLD ORGANIZATION AND MAINTENANCE | 73.7% | 76.5% | 85.7% |
| CHILD DEVELOPMENT AND TRAINING | 94.7% | 89.5% | 92.9% |
| HUMAN RELATIONSHIPS | 100.0% | 97.4% | 87.1% |
| DECISION-MAKING AND GOAL SETTING | 100.0% | 94.7% | 100.0% |

TABLE 20

RECOMMENDED TRAINING

| Beneficial Training | Times Requested |
|---|---|
| Class/Inservice in General Skill Level | 10 |
| Current techniques/teaching methods information (nutrition, consumerism, general family life) | 15 |
| Specific content area | |
| Interior Design | 2 |
| Human Relations | 10 |
| Early Childhood/Adolescent Dev. | 9 |
| Current nutrition/Food science | 4 |
| Financial Management/Consumerism/Family Ec. | 17 |
| Decision-making/Goal-setting | 4 |
| Sexuality/Aids Ed. | 7 |
| Drug/Substance Abuse | 2 |
| Parent Training | 2 |
| Crisis management | 5 |
| Assertiveness training | 1 |
| Psychology/Sociology/Counseling related materials | 4 |
| Access to materials (1 low level) | 7 |
| State-wide curriculum | 1 |
| Career Workshops | 1 |
| No Comments | 1 |

SHOULD COURSES BE REQUIRED OR ELECTIVE

Teachers were asked "if family life skills should be taught as a required or elective course," A majority (69.3%) of the teachers felt that family life skills courses should be required. Categorically, Washoe teachers (73.9%), Clark teachers (64.3%), and rural teachers (71.4%) indicated family life skills courses should be required.

## SUMMARY

The Nevada Family Life Skills study shows that the majority of administrators and teachers felt that family life skills were important for the students' future success and satisfaction. Both administrators and teachers specified that the instruction of these skills was the schools' responsibility. However, school administrators reported that only 60% of the schools offered a specific family life course that covered most of the skills (5 or more). In addition, most of the time the skill areas were taught in elective courses. This information suggests a discrepancy in philosophical attitudes about family life skills and actual school practices during the 1987-88 school year.

Efforts to meet the SCR 48 recommendations were implied by responses on the survey. Seven administrators from schools where a specific family skills course was not offered indicated they would reorganize the family life skills content into a single class, develop a new course with family life skills content, or require a family life skills course.

One obvious advantage to a required family life skills course is an equal representation of male and female participants. According to the teacher respondents, 73% of home economics students and 61% of social science students are female. The two departments account for 59% of the total number of students who enrolled in family life skill courses during the 1987-88 academic year. If these skills are considered important for students, an equal number of male and female enrollments should be a consideration.

A second reason for requiring a specific family life skills class is the assurance that students will receive instruction in <u>all</u> skill areas. Some schools have chosen and wish to continue infusing this content into courses across the curriculum, thereby decreasing the possibility that all students will receive instruction in each skill level.

Some teachers suggested that two skill areas—decision making/goal setting and human relations—were taught the entire year. It is not clear if this meant direct or indirect instruction in these skill areas. Direct and indirect instruction may have different outcomes for students. Teachers may make the assumption that the activities presented in their class encourages students to develop these skills. However, without a structured and systematic approach to instruction that specifically targets and evaluates these skills, it cannot be determined that students have, in fact, developed them.

Teachers also reported that 40% of the classes with family life skills content have instruction in less than five of the skill areas. An evaluation of the schools' curriculum and instructional materials for inclusion of skill area instruction is essential if we are to properly assess student competencies. Given a family skills curriculum for a specific course would provide objectives for each skill area.

Another issue raised by the survey results is "who should be teaching family life skills content?" Administrators (61.5%) felt home economics teachers, more than any other group, should be responsible for teaching these skills. In another question four administrators also suggested that a home economics major was beneficial training for teachers instructing family life skills, (no other major preparation was suggested).

However, when considering the skills and qualifications of their staff, most administrators (87.5%) specified that more than one teacher was qualified to teach family life skills. Responses from the teachers also reflected a variety of educational backgrounds would be suitable. The point to consider is "what educational preparation is best for those teaching a specific course including instruction in all skill areas."

Survey findings did favor home economics teachers as being responsible for family life skill instruction. In addition to the administrators, home economics teachers also felt qualified for this teaching assignment because of their teaching experience and training. First, a majority of the courses including instruction of six or seven skill areas were offered in the home economics department. The single required class which included all skill areas was a home economics course. Secondly, thirty five percent (35%) of the home economics teachers stated that their educational major and inservice training had prepared them for instructing family life skills. Home economics teachers

suggested that their preservice and inservice education did include training in family life skills curriculum.

The purpose of public education policy such as SCR 48 is to encourage schools to expose young people to the skills and knowledge that will allow them to develop an understanding of physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships. Implementation of a successful family life skills curricula requires the school's committment to meet this public education policy.

It is the intent of SCR 48 that family life education should have equal importance with traditional academic subjects. Therefore, the following recommendations are warranted:

1. A specific family life skills course should be offered and required in each school. At the very best, some attempt should be made to incorporate all skill areas into required courses.
2. Curriculum for family life courses should include each skill area and correspond with student needs and community concerns.
3. Qualifications of staff should match the requirements for teaching responsibility. Home economics teachers should be considered qualified to teach such courses.

Further studies could:

1. assess how schools are responding to SCR 48 to determine how this affects student competencies in and perceptions of each skill area covered.
2. evaluate the differences in student competencies in and perceptions of each skill area covered for schools offering instruction in the skill areas as a single course versus several courses.
3. evaluate teaching materials and curriculum to determine how the objectives for each skill area are met.
4. evaluate the effect of a family life skills program upon students as family members through systematic ongoing and follow-up data collection.

# A P P E N D I X A

## SCR EXPLANATION

CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

TO: HIGH SCHOOL PRINCIPALS

FROM: Ward H. Gubler WHG DATE: 3-17-88

SUBJECT: **NEVADA DEPARTMENT OF EDUCATION SURVEY**

The Nevada Department of Education has contracted with the Research and Education Planning Center, College of Education, University of Nevada, Reno, to conduct two surveys sometime during the first two weeks of April. The purposes of the surveys will be to determine factors which contribute to declining occupational education enrollments and to determine what classes and coursework with family-life skills content are currently being taught in the school curriculum.

The survey to determine causal factors affecting occupational education enrollments will require an on-site visitation by University of Nevada, Reno (UNR) research staff. The student survey will take approximately ten minutes and will be conducted from a sampling of tenth, eleventh, and twelfth grade students. Teacher and administrator surveys will be left with staff to be returned to the UNR Research and Education Planning Center. The second survey about family-life skills course content will be conducted by UNR research staff by mail.

More specific information will be communicated to you directly by Eunice Foldesy , Research Consultant for UNR Education and Planning Center.

If you have any questions regarding the survey, please contact Eunice Foldesy or Deborah Loesch-Griffin at 1-784-4921.

Thank you for assisting the Nevada Department of Education and UNR staff with this survey.

WHG:mw
cc: Ralph Cadwallader
Terry Mannion
Eunice Foldesy

SENATE CONCURRENT RESOLUTION--Encouraging the county school districts and State Board of Education to include a course in family life as part of the basic curriculum for high school.

WHEREAS, One objective of education in high school is to provide pupils with skills to enable them to cope with the complicated challenge of living outside the protective environs of their own homes and families; and

WHEREAS, Teenagers are eager to become independent of this protective environment; and

WHEREAS, It is imperative that teenagers possess accurate information about the problems of maturing in a modern world; and

WHEREAS, A course taught in our public high schools concerning family life could assist these adults of tomorrow in bridging the gap between adolescence and maturity; and

WHEREAS, This course could include instruction in nutrition, intelligent selection of products for personal use or use in a household, organization and maintenance of a household, training and development of children and the maintenance of a harmonious relationship between members of a family; now, therefore, be it.

RESOLVED BY THE SENATE OF THE STATE OF NEVADA, THE ASSEMBLY CONCURRING, That the Legislature encourages the teaching of a course in Nevada's public high schools concerning family life; and be it further RESOLVED, That the Legislature encourages every county school district and the State Board of Education to include a course of family living in its curriculum; and be it further

# A P P E N D I X B

SURVEY--TEACHERS AND ADMINISTRATORS

NEVADA FAMILY LIFE SKILLS COURSE OFFERINGS

Teacher Survey

School_____ County_____

What is your major: _____

What is your minor: _____

The Senate Committee on Human Resources and Facilities in June of 1987 passed a Resolution (SCR 48) encouraging the county school districts and State Board of Education to include a course in family life as part of the basic curriculum for high school.

You have been identified by your administrator as being responsible for teaching a class with family life skills content. Please answer the following questions regarding that class.

A. Name of Course _____

B. Department which offers the course:

_____ Home Economics _____ Social Sciences

_____ Sciences _____ Other (specify)

_____ Counseling _____

C. Briefly describe this course: _____

_____

_____

D. What are the course objectives? _____

_____

_____

E. Is the course: 1) required _____ 2) elective _____

F. Indicate below the length of time this course is taught:
1) 9 weeks _____ 2) 1 semester _____ 3) Entire Year _____

G. Indicate at which grade level(s) this course is offered:
1) 9th _____ 2) 10th_____ 3) 11th _____ 4) 12th _____

H. Indicate the number of male and female student who took (are taking) this class during the 1987-88 school year:

1) females _____ 2) males _____

I. In the chart below are listed the recommended skill areas to be taught. Indicate the approximate time that you spend in each area and rate how important each of the family life skills listed below are to your students' ultimate success and satisfaction as adults. Indicate which of these skills should be taught by the schools:

1 = not important 2 = somewhat important 3 = very important

| Skill Area | Time (days) Spent | Importance | Schools Responsibility Yes | No |
|---|---|---|---|---|
| Nutrition | | 1 2 3 | | |
| Consumerism - Personal | | 1 2 3 | | |
| Consumerism - Household | | 1 2 3 | | |
| Household Organization and Maintenance | | 1 2 3 | | |
| Child Development & Training | | 1 2 3 | | |
| Human Relationships | | 1 2 3 | | |
| Decision Making and Goal Setting | | 1 2 3 | | |

J. What types of training would be beneficial to you in teaching this course?

_____

_____

_____

K. In your opinion, a family life skills should be taught:

1) as a required course _____ 2) as an elective course _____

Thank you for your help in completing the survey.

NEVADA FAMILY LIFE SKILLS COURSE OFFERINGS

ADMINISTRATORS SURVEY

School_____ County_____

The Senate Committee on Human Resources and Facilities in June of 1987 passed a Resoultion (SCR 48) encouraging the county school districts and State Board of Education to include a course in family life as part of the basic curriculum for high school.

1. In your opinion does your school curriculum currently offer instruction in family life skills?

   _____yes _____no

2. If your answer is yes, are the family life skills taught in: (check one)

   _____ a specific family life course.

   _____ several different courses with each one having a segment of the recommended skill areas.

3. In the chart below are listed the recommended skill areas to be taught. Please list all courses in which each of these skills are taught in your present curriculum.

| Skill Area | Course Title | Grade Level | Department | Credits or Units | Required or Elective |
|---|---|---|---|---|---|
| Nutrition | | | | | |
| Consumerism | | | | | |
| Household Maintenance and Organization | | | | | |
| Child Development and Training | | | | | |
| Human Relationships | | | | | |
| Decision Making | | | | | |

4. Given the skills and qualifications of your present staff, through which department should this course be offered (check one).

   _____Home Economics _____Social Sciences

   _____Counseling _____Other, Please Specify

   _____Sciences _____

5. Do you have on staff, one or more teachers who are qualified to teach all the skill areas above?

_____yes _____no

6. What types of training would be beneficial to those who are teaching family life skill classes?

_____

_____

_____

7. In the chart below are listed the recommended skill areas to be taught. Rate how important each of the family life skills listed below are to your students' ultimate success and satisfaction as adults. Indicate which of these skills should be taught by the schools:

1 = not important 2 = somewhat important 3 = very important

| Skill Area | Importance | | | Schools Responsibility | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| Nutrition | 1 | 2 | 3 | | |
| Consumerism - Personal | 1 | 2 | 3 | | |
| Consumerism - Household | 1 | 2 | 3 | | |
| Household Organization and Maintenance | 1 | 2 | 3 | | |
| Child Development and Training | 1 | 2 | 3 | | |
| Human Relationships | 1 | 2 | 3 | | |
| Decision Making and Goal Setting | 1 | 2 | 3 | | |

8. If your school district is currently not teaching family life skills, what are your plans for next year regarding SCR 48, (check one).

_____ ignore the resolution

_____ develop a new course

_____ require the family life course (s) in place

_____ seek training for teachers who will be responsible for conducting a family skills class

_____ reorganize the content to be covered in one class

_____ offer several classes which include family skills content

PLEASE COMPLETE AND RETURN SURVEY BY April 22nd.

THANK YOU FOR YOUR HELP IN COMPLETING THE SURVEY!

# A P P E N D I X C

LETTER TO ADMINISTRATORS
DATED MARCH 8, 1988

UNIVERSITY OF NEVADA-RENO

Deborah Loesch-Griffin
*Director*

Research & Educational Planning Center
College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082
(702) 784-4921

March 8, 1988

Dr. Robert E. Wentz
Superintendent of Schools
2832 East Flamingo Road
Las Vegas, NV 89121

Dear Dr. Wentz:

The Research and Educational Planning Center, College of Education, will be conducting two surveys for the State Department of Education this spring. The purposes of the individual surveys will be to determine: 1) factors which contribute to declining occupational education enrollments and 2) what classes and coursework with family life skills content are presently being taught in the school curriculum.

The survey to determine causal factors affecting occupational enrollments will require on-site visitations with secondary school personnel including building principals, vocational directors, vocational educators, and a sample of students. We will call individual school principals to arrange for the site surveys.

We will conduct the second survey by mail and send it to administrators and those people who have been identified as teaching courses containing family life concepts.

Please alert your school administrators about the surveys. Both surveys will begin the latter part of March. Your support in helping us conduct these surveys will be appreciated.

If you have any questions regarding the surveys, please contact myself or Deborah Loesch-Griffin at 784-4921.

Sincerely,

Eunice Foldesy
Research Consultant

EF:pd

UNIVERSITY OF NEVADA-RENO

Deborah Loesch-Griffin
*Director*

Research & Educational Planning Center
College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082
(702) 784-4921

March 8, 1988

Dr. Marvin Moss
Superintendent of Schools
425 E. 9th Street
Reno, NV 89520

Dear Dr. Moss:

The Research and Educational Planning Center, College of Education, will be conducting two surveys for the State Department of Education this spring. The purposes of the individual surveys will be to determine: 1) factors which contribute to declining occupational education enrollments and 2) what classes and coursework with family life skills content are presently being taught in the school curriculum.

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We will conduct the second survey by mail and send it to administrators and those people who have been identified as teaching courses containing family life concepts.

Please alert your school administrators about the surveys. Both surveys will begin the latter part of March. Your support in helping us conduct these surveys will be appreciated.

If you have any questions regarding the surveys, please contact myself or Deborah Loesch-Griffin at 784-4921.

Sincerely,

Eunice Foldesy
Research Consultant

EF:pd

# A P P E N D I X D

LETTER TO ADMINISTRATORS
DATED MARCH 31, 1988

# UNIVERSITY OF NEVADA-RENO

Deborah Loesch-Griffin
*Director*

Research & Educational Planning Center
College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082
(702) 784-4921

March 31, 1988

¥Address¥

Dear ¥Name¥:

The Nevada Department of Education with the assistance of the Research and Educational Planning Center, University of Nevada-Reno, is conducting a survey to determine what classes and coursework that include family-life skills are currently being taught in the school curriculum. We are asking you to please help us with the state-wide survey.

Would you please fill out the enclosed Administrator's Survey and distribute the teachers' surveys to all staff members with teaching assignments that include class instruction in any of the family-life skills. Please collect all surveys and return them by APRIL 22nd in the self-addressed return envelope. Your responses will be kept confidential.

If you have any questions regarding the survey, please call me at (702) 784-4921. Your help with the survey is appreciated.

Sincerely,

Eunice Foldesy
Research Consultant

EF:smw

enc.

# APPENDIX E

NUMBER OF RESPONSES BY SCHOOL

NUMBER OF RESPONSES BY SCHOOL

| | Administrators | Teachers | Total |
|---|---|---|---|
| Churchill County School District | | | |
| Churchill Co. High | 1 | 1 | 2 |
| Clark County School District | | | |
| Bonanza | 1 | 3 | 4 |
| Boulder City | 1 | 1 | 2 |
| Chaparral | 1 | 3 | 4 |
| Clark | 1 | 7 | 8 |
| Eldorado | 1 | 4 | 5 |
| Indian Springs Jr/Sr | 1 | 1 | 2 |
| Las Vegas | 1 | 3 | 4 |
| Moapa Valley Jr/Sr | 1 | 1 | 2 |
| Rancho | 1 | 11 | 12 |
| SNVTC | 1 | 3 | 4 |
| Sunset | 1 | 3 | 4 |
| Douglas County School District | | | |
| Douglas | 0 | 1 | 1 |
| Elko County School District | | | |
| Jackpot | 1 | 1 | 2 |
| Owyhee | 1 | 1 | 2 |
| Wells | 1 | 1 | 2 |
| Eureka County School District | | | |
| Eureka | 1 | 0 | 1 |
| Humboldt County School District | | | |
| Lowry | 1 | 2 | 3 |
| McDermitt | 1 | 1 | 2 |
| Lander County School District | | | |
| Austin | 1 | 0 | 1 |
| Lincoln County School District | | | |
| Lincoln County | 1 | 1 | 2 |
| Pahranagat Valley | 1 | 5 | 6 |
| Lyon County School District | | | |
| Dayton | 1 | 1 | 2 |
| Fernley | 1 | 3 | 4 |
| Smith Valley | 1 | 0 | 1 |
| Yerington | 1 | 1 | 1 |
| Mineral County School District | | | |
| Mineral County | 1 | 1 | 2 |
| Nye County School District | | | |
| Beatty | 1 | 2 | 2 |
| Gabbs | 1 | 2 | 3 |
| Pahrump | 1 | 5 | 6 |
| Tonopah | 1 | 0 | 1 |
| Pershing County School District | | | |
| Pershing County | 0 | 1 | 1 |
| Storey County School District | | | |
| Virginia City | 1 | 1 | 2 |

| (continued) | Administrators | Teachers | Total |
|---|---|---|---|
| Washoe County School District | | | |
| Gerlach | 1 | 1 | 2 |
| Incline | 1 | 0 | 1 |
| McQueen | 1 | 11 | 12 |
| Reed | 1 | 1 | 2 |
| Reno | 1 | 2 | 3 |
| Sparks | 1 | 5 | 6 |
| Wooster | 1 | 5 | 6 |
| White Pine County School District | | | |
| Lund | 1 | 1 | 2 |
| White Pine | 1 | 3 | 4 |